**Applying Structural Analysis: Important Understandings**

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| **Important Understandings** |
| 1) When spelling unfamiliar multisyllabic words the speller needs to keep in mind that relying on sounds of the word parts for spelling is no longer as reliable as it was with single syllables.  Example: Consider the words *dollar, faster, actor*. The ending *sound* is the same, but the spelling is different.  **What should you emphasize**? Help children learn that while they do not know the spelling of the whole word, they likely know a part of the word. Slow down on the less familiar part (in this case, the unaccented syllable).  2) Students need to pay close attention when joining syllables (syllable juncture). One key principle: to mark the short vowel, double the consonant.  Example: *Tigger vs. tiger; gripped vs. griped; hu-man; mam-mal*.  **What should you emphasize?**  Pay attention to the vowel sound of the first syllable. Determining whether it is a long or short vowel sound will help you decide on the spelling.  3) Accent and stress play a key role in spelling multisyllabic words. There are no fixed rules that govern the spelling of these words, but there are some common generalizations…  *Example: Verbs and adjectives tend to end in –en (waken, golden) whereas nouns tend to end in –on (prison, dragon). Comparative adjectives tend to end in -er (smaller, taller).*  Some spellings are simply more common than others:  *Example there are over 1,000 words ending in –le, but only 200 that end in –el.*  **What should you emphasize?** Help students notice the most common patterns and generalizations through sorts and discussions.  4) Words that are related in meaning are often related in spelling, despite changes in sound.  *Example: Consider the following spelling: COMPISITION. The* ***o*** *in the word* ***compose*** *is the clue to its spelling.*  *Similarly, DECESION is spelled with an* ***i*** *instead of an e because it comes from the word decide.*  **What should you emphasize?** By thinking of a word that is related to one you’re trying to spell, you will often discover a helpful clue.  5) Polysyllabic (multisyllabic) words often have unstressed syllables in which the vowel is reduced to the schwa sound, but this sound can be written in several different ways.  **What should you emphasize?** Remembering the root word will often help the speller choose the correct spelling.  6) The suffix pronounced “shun” can be spelled several ways and can cause the consonant or vowel sound to alternate, changing the pronunciation.  Example: Note the different spellings in *protection, invasion, admission, and musician*.  Also note how the suffix can affect the base word and pronunciation in these interesting ways: detect/detection (the /t/ sound becomes a /sh/ sound); and decide/decision (where the /i/ sound moves from long to short).  **What should you emphasize?** There are MANY familiar words to examine. By noticing the patterns in these familiar words, students will begin to see the generalizations that emerge. These generalizations are also included in the chart below, but it is recommended that students spend lots of time examining these patterns before sharing generalizations with them.  **Suffix Generalizations:**   1. Base words that end in –ct or –ss just add –ion (traction, expression) 2. Base words that end in –ic add –ian (magician) 3. Base words that end in –te drop the e and add –ion (translation) 4. Base words that end in –ce drop the e and add a –tion (reduce/reduction) 5. Base words that end in –de and –it drop those letters and add –sion or –ssion (decide/decision, admit/admission). 6. Sometimes –ation is added to the base word, which causes little trouble for spellers because it can be heard (transport, transportation) |